

THE HISTORYMAKERS®

The HistoryMakers Digital Archive Innovation and Pedagogy Conference
Emory Conference Center, Atlanta, Georgia
Sunday, February 25, 2024 – Monday, February 26, 2024
Meeting Agenda/Minutes

SUNDAY, FEBRUARY 25, 2024

Hotel: Emory Conference Center and Hotel (1615 Clifton Road, NE, Atlanta, GA 30329) *Check-in 4:00 PM EST.*

Meeting Location: Emory Conference Center and Hotel – Lullwater Ballroom (1615 Clifton Road, NE, Atlanta, GA 30329)

6:00 p.m. EST Dinner & Opening Program – Lullwater Ballroom

- **Welcoming Statement**
 - **Sharion Brown**, Education Coordinator, *The HistoryMakers*
- **Introduction of Atlanta HistoryMakers**
 - **Larry Crowe**, Lead Interviewer, *The HistoryMakers*
- ***The HistoryMakers* on 60 Minutes | Video**
- **Introducing *The HistoryMakers Digital Archive***
 - **Julieanna Richardson**, Founder & President, *The HistoryMakers*
- **Welcome to Emory University**
 - **Jennifer Gunter King**, Director, Rose Library, Emory University
- **Introducing the HBCU Digital Library TRUST**
 - **Loretta Parham**, CEO & Library Director, Robert W. Woodruff Library, Atlanta University Center Consortium

7:00 p.m. EST Dinner Presentations

- ***The HistoryMakers K-12 Educators' Cohort***
 - **Earl "Tre" Johnson III**, 2023-2024 K-12 Cohort Member, Social Studies Teacher, Brooklyn Preparatory High School
- ***The HistoryMakers in Higher Ed***
 - **Shively TJ Smith**, Assistant Professor, New Testament; Inaugural Director of PhD Program, Boston University
 - **Greg Carr**, Associate Professor of Afro-American Studies, Howard University
- ***The State of AP African American Studies***
 - **Brandi Waters**, Senior Director of AP African American Studies, College Board
- **Closing Remarks**
 - **Toni Cook Bush**, Board Member, *The HistoryMakers*

***The HistoryMakers* Subscribing Institutions**

Alabama

Alabama A&M University
University of Alabama
Tuskegee University
Troy University

Arkansas

Arkansas State University
University of Arkansas
University of Arkansas at Pine Bluff

California

Fullerton College
Stanford University
The Claremont Colleges
Loyola Marymount University
University of California, Berkeley
University of California, Irvine
University of California, Santa Barbara
University of Southern California

Colorado

Colorado State University
United States Air Force Academy

Connecticut
Yale University

Delaware
University of Delaware

Florida
Rollins College
Florida A&M University

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Florida International University
Palm Beach State College

Georgia

Clark Atlanta University
Emory University
Morehouse College
Morehouse School of Medicine
Spelman College
University of Georgia

Illinois

Chicago State University
Columbia College Chicago
DePaul University
Dominican University
Governors State University
Northwestern University
Oakton Community College
University of Chicago
University of Illinois, Chicago

Indiana

Indiana University,
Bloomington
Purdue University

Iowa

University of Iowa

Kentucky

Bluegrass Community and
Technical College
Eastern Kentucky University

Louisiana

Dillard University
Grambling State University
Southern University and A&M
College
Xavier University of Louisiana

Maine

Bates College
Bowdoin College
Colby College

Maryland

Johns Hopkins University
Morgan State University
Bowie State University

Massachusetts

Amherst College
Boston University
Brandeis University
Clark University
Harvard University
Lesley University
Massachusetts Institute of
Technology
Northeastern University
Simmons University
Smith College
Tufts University
University of Massachusetts,
Amherst
University of Massachusetts,
Boston
Wellesley College
Williams College

Michigan

Michigan State University
University of Michigan

Minnesota

Carleton College
University of Minnesota, Twin
Cities

Mississippi

Mississippi Valley State
University
Missouri
A.T. Still University
Southeast Missouri State
University
Washington
University in St. Louis

New Hampshire

Dartmouth College

New Jersey

Monmouth University
Princeton University
Rowan University

Rutgers University

New York

Bard College
Binghamton University
Columbia University
Cornell University
CUNY - Lehman College
New York University
Pratt Institute
Skidmore College
Stony Brook University
University of Rochester
Vassar College
Wagner College

Tennessee

Fisk University
Tennessee State University
Vanderbilt University

Texas

Prairie View A&M University
Rice University
Southern Methodist
University
Texas Southern University
University of North Texas
University of Texas at Austin
Wiley College

Virginia

Blue Ridge Community
College
Central Virginia Community
College
Christopher Newport
University
Dabney S. Lancaster
Community College
Danville Community College
Eastern Shore Community
College
George Mason University
Germanna Community
College
Hampton University
J. Sargeant Reynolds
Community College
James Madison University

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Longwood University
Laurel Ridge Community College
Mountain Empire Community College
New River Community College
Norfolk State University
Northern Virginia Community College
Old Dominion University
Patrick Henry Community College
Paul D. Camp Community College
Piedmont Virginia Community College
Radford University
Rappahannock Community College
Richard Bland College (not part of the VCCS)
Southside Virginia Community College
Southwest Virginia Community College
Thomas Nelson Community College
Tidewater Community College
University of Mary Washington
University of Richmond
University of Virginia
University of Virginia's College at Wise
Virginia Commonwealth University
Virginia Highlands Community College
Virginia Military Institute
Virginia State University

Virginia Tech
Virginia Western Community College
William & Mary
Wytheville Community College
Washington and Lee University

Washington, D.C.

American University
Georgetown University
Howard University

Wisconsin

University of Wisconsin-Milwaukee

Federal Institution

Library of Congress

Public Museum

Getty Research Institute
National Underground Railroad Freedom Center

Public Libraries

Alaska Library Network
Allegheny County Library
Boston Public Library
Charlotte Mecklenburg Library
Chicago Public Library
Cleveland Public Library
Dallas Public Library
Detroit Public Library
Forsyth County Library
Free Library of Philadelphia
Houston Public Library
Las Vegas-Clark County Library
Los Angeles Public Library
Lucius Beebe Memorial Library

Martinsburg-Berkeley Public Library
Miami-Dade Public Library
New York Public Library
New Orleans Public Library
Saint Paul Public Library
Shreve Memorial Library

Educational and Research Institutions

American Ancestors/NEHGS Institute for Advanced Learning and Research
Roanoke Higher Education Center
Southwest Virginia Higher Education Center

K12 School

Conestoga High School
Holy Redeemer Christian Academy
Matteson School District 162
Niles North High School
NYCPS: Brooklyn Preparatory Academy
NYCPS: The Shirley Tanyhill School
NYCPS: West Preparatory Academy
Ralph H Metcalfe School
The Hotchkiss School
University High School

Corporation

ALIVE
AXA XL
The Boeing Company
The Community
Lincoln Financial Group

Foundation

Weingart Foundation

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MONDAY, FEBRUARY 26, 2024

Meeting Location:

- Azalea Room (Breakfast, Lunch) – Garden Level
- Poplar Room (Office – Staff & Volunteers) – Garden Level
- Emory Amphitheatre (Presentations, Group Discussion, Working Group #1) – Garden Level
- Mountain Laurel Room (Working Group #2) – Garden Level
- Hickory Room (Working Group #3) – Garden Level
- Dogwood Room (Working Group #4) – Garden Level

7:15 a.m. EST Attendees meet in lobby of **Emory Conference Center and Hotel** and proceed to **Azalea Room** for breakfast. *****Please bring your luggage with you. Check-out is 12:00 p.m. EST. The Emory Amphitheatre will be supervised throughout the day.***

7:15 a.m. – 8:00 a.m. EST Breakfast is served
AZALEA ROOM

8:00 a.m. – 9:30 a.m. EST
EMORY AMPHITHEATRE

The HistoryMakers 2023-2024 Faculty Innovations in Pedagogy and Teaching Fellows - Case Studies

- **Michael Gerard Mason**, Special Advisor on Wellbeing & Staff Psychotherapist, **University of Virginia**
- **George Daniels**, Associate Professor, Journalism & Creative Media, **University of Alabama**
- **Jana Duckett**, Assistant Professor, Strategic Communication, **Morgan State University**
- **Deborwah Faulk**, Assistant Professor, Sociology and Africana Studies, **University of Richmond**
- **Robert Hanserd**, Assistant Professor, History, **Columbia College Chicago**
- **Alexa Harris**, Assistant Professor, Interdisciplinary Studies, **Norfolk State University**
- **Nafeesa Muhammad**, Assistant Professor, History, **Spelman College**
- **Anna Kaplan**, Professional Lecturer, History, **American University**

9:30 a.m. – 9:35 a.m. EST Move to Break Out Rooms

9:35 a.m. – 11:00 a.m. EST Break Out #1 – Faculty Presentations

Working Group #1

EMORY AMPHITHEATRE
PRESENTERS

- **Steven Keener**, Assistant Professor, Criminology; Director of the Center for Crime, Equity, and Justice Research and Policy, **Christopher Newport University**
- **Michael Gerard Mason**, Associate Dean, Office of African American Affairs; Staff Psychotherapist, **University of Virginia**
- **Authens Oppong Wadie**, Adjunct Professor, History, African/Black Pedagogy & Black Studies, **DePaul University**
- **Joanna Soderberg**, Assistant Project Manager, Forging Future Pathways Forward, Franklin Library, **Fisk University**

Working Group #2

MOUNTAIN LAUREL ROOM

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PRESENTERS

- **Caree Ann Marie Banton**, Department Chair and Professor, History, **University of Arkansas**
- **Liseli A. Fitzpatrick**, Lecturer, Africana Studies, **Wellesley College**
- **Chateé Omisadé Richardson**, Assistant Professor, Education, **Spelman College**
 - **Delaiah Sneed**, Student, **Spelman College**
 - **Blair Martin**, Student, **Spelman College**
- **Brian N. Williams**, Associate Professor, Public Policy, **University of Virginia**

Working Group #3

HICKORY ROOM

PRESENTERS

- **Greg Carr**, Associate Professor of Afro-American Studies, **Howard University**
- **Danielle N. Gray-Singh**, Professor, Biological Sciences, **Clark Atlanta University**
- **Abdul Salau**, Assistant Professor, History, **Tuskegee University**

Working Group #4

DOGWOOD ROOM

PRESENTERS

- **Anastasia Bailey**, Assistant Professor, Management and Global Business, **Rutgers University**
- **Tomiko Meeks-Henderson**, Professor of History, **Texas Southern University**
- **Zebulon Miletsky**, Associate Professor of Africana Studies, **Stony Brook University**

11:00 a.m. – 11:10 a.m. EST Break

11:10 a.m. – 11:55 p.m. EST Break Out #2 – K-12 Cohort Presentations

Working Group #1

EMORY AMPHITHEATRE

PRESENTERS

- **Nikke Braimah**, 2023-2024 Student Ambassador, **Yale University**
- **Nicole Feliciano**, 2023-2024 K-12 Cohort Member, Academic Facilitator, **West Preparatory Academy**

Working Group #2

MOUNTAIN LAUREL ROOM

PRESENTERS

- **Treanna Bryant**, 2023-2024 K-12 Cohort Member, College & Career Readiness Coordinator, **Brooklyn Preparatory High School**
- **Evonda Haith**, 2023-2024 K-12 Cohort Member, Teacher, **Southwest Guilford High School**

Working Group #3

HICKORY ROOM

PRESENTERS

- **Earl “Tre” Johnson III**, 2023-2024 K-12 Cohort Member, Social Studies Teacher, **Brooklyn Preparatory High School**
- **Garnetta Penn**, 2023-2024 K-12 Cohort Member, Teacher, **Benjamin E. Mays High School**

Working Group #4

DOGWOOD ROOM

PRESENTERS

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- **Tamara Spears**, 2023-2024 K-12 Cohort Member, Social Studies Teacher, **Shirley Tanyhill School**

12:00 p.m. – 1:15 p.m. EST Lunch & Luncheon Presentation
AZALEA ROOM

The HistoryMakers Usage and Growth Report

- **Sharion Brown**, The HistoryMakers Education Coordinator

Innovation With The HistoryMakers Digital Archive in Public Library Spaces

- **John O'Connor**, Robinson-Spangler Carolina Room Leader, **Charlotte Mecklenburg Library**
- **Jack Li**, Librarian, **Los Angeles Public Library** – Virtual Presentation

The HistoryMakers Digital Library

- **Dan Johnson**, Consulting Archivist, *The HistoryMakers* – Virtual Presentation

Closing Remarks and HistoryMaker Self-Introductions

- **Julieanna Richardson**, Founder & President, *The HistoryMakers*

1:15 p.m. – 1:30 p.m. EST Break and Return to Break Out Rooms

1:30 p.m. – 2:30 p.m. EST Break Out #3 – Team Idea - What are Your Ideas?

We are in an unprecedented time when the teaching of Black history is under attack and history and the humanities are being de-emphasized on some college campuses. We want each team to serve as a brain trust and develop a plan of how to expand usage of *The HistoryMakers Digital Archive* in our K-12 schools, communities, libraries, and universities. Each team's plan should be:

- 1) Creative;
- 2) Easy to implement;
- 3) Engaging larger community;
- 4) Expansive in reach and impact (Each One Teach One).

We want each breakout room to develop a plan for us and to choose two members to present it to the group. Put your best presenters in charge. Go, Team, Go!

2:30 p.m. – 2:45 p.m. EST Break

2:45 p.m. – 3:40 p.m. EST Group Presentations & Discussion
EMORY AMPHITHEATRE

3:40 p.m. – 4:45 p.m. EST Next Steps & Wrap Up

4:45 p.m. EST Meeting Adjourned

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I. INDIVIDUAL PRESENTATION SUMMARY

The following outlines the presentations made by 2023-2024 Faculty Innovation in Pedagogy Fellows, former Fellows, other subscribing university faculty, and K-12 cohort members, based on their usage of the archive in their classrooms.

a. **Opening Morning Session: 2023-2024 Faculty Innovation in Pedagogy Fellows**

George Daniels	<i>Associate Professor of Journalism and Creative Media, University of Alabama</i>
	<i>Presentation</i> <ul style="list-style-type: none">• Student projects include the integration of THMDA with Digital Humanities tools, like StoryMaps and digital timelines adding a new dimension to their learning.• At a remembrance event of the integration of the University of Alabama, students presented relevant clips from the archive to a larger audience, and allowed other faculty (including the librarian who bought THMDA license in the first place) to see how THMDA was being utilized.• THMDA presents an incredibly importance resource now, with Alabama passing an anti-DEI bill, for students to be able to access the points of view that HistoryMakers hold that might be difficult to teach otherwise under these bills.

Jana Duckett	<i>Assistant Professor of Strategic Communications, Morgan State University</i>
	<i>Presentation</i> <ul style="list-style-type: none">• Structuring the course such that assignments slowly increase and build in complexity to ensure that students understand what is going on and become comfortable using the archive before executing more complex analysis and projects.• Students categorized and coded data pulled from THMDA stories into spreadsheets to focus their analysis and draw meaningful insights from the stories in the larger context of what they were studying.• She learned that organizing students into groups to explore the archive may not have been the best action; researching the archive is deeply personal work, and working individually allows students to explore when they find clips that strike them personally.• Is presenting at (Eastern Communication Association) ECA - "Great Ideas for Teaching Students" session, bringing and presenting THMDA to that audience.

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Next Steps: Presentation at Eastern Communication Association

Deborwah Faulk	<i>Assistant Professor of Sociology and Africana Studies, University of Richmond</i>
	<i>Presentation</i> <ul style="list-style-type: none">• Students used THMDA as a springboard to create their own digital portfolios, becoming not just consumers but producers of knowledge, researching topics related to Black families, conducting oral history interviews, and creating blog sites for various audiences to learn and engage.• Teach a course at least twice before trying to restructure it around THMDA; that gives you the opportunity to best integrate THMDA around the goals of each assignment and the greater context of the course.• Make sure to dedicate in-class time to THMDA so that students can be reminded of its benefits and significance to the course. Begin THMDA assignments right away, even if they are small. Develop clear guidelines around how students will be evaluated for their engagement with and mastery of the archive.• Don't just focus on struggle within THMDA stories; highlight the joy and beauty of the history as well.• Using the archive to view current events through an historical lens (e.g. discourse around Gaza today vs. 10-20 years ago)

Robert Hanserd	<i>Associate Professor of History, Columbia College Chicago</i>
	<i>Presentation</i> <ul style="list-style-type: none">• Students engaged with the archive to study lived experiences of HistoryMakers while completing artistic projects around stories, topics, and events discussed in HistoryMaker interviews.• Columbia College Chicago faculty have been on strike in the recent term for a variety of reasons.• Showed a few examples of powerful student art, including a painting of Emmett Till and a digital artwork entitled “Options” showing a young Black man trying to stay focused.• In the future, will make sure students have the opportunity to create art (complete assignments) throughout the course's usage of the archive, not just as a final project, to increase creative and spontaneous engagement with the material.• Once the CCC strike is over, plan is to share student artistic projects in an online showcase that would be available to the public.

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Next Steps: Make the students' artistic projects publicly available online.

Alexa Harris	<i>Assistant Professor of Interdisciplinary Studies</i>
	<i>Presentation</i> <ul style="list-style-type: none">• Taught non-History majors and non-traditional students - "meeting students where they are," co-creating assignments based on career interests.• Students engaged best in "Unplugged Story Times" where they put devices away and explored stories in the Digital Archive as a group.• Students engaged with the archive to learn stories of entrepreneurship, discuss thoughts and key takeaways from the stories with each other, shared notes and wrote journal entries. Included two videos of student feedback thanking THMDA for the unique perspectives they engaged with.

Nafeesa Muhammad	<i>Assistant Professor of History, Spelman College</i>
	<i>Presentation</i> <ul style="list-style-type: none">• 300-level Course: Islam in United States History• Students completed keyword assignments, searching the archive for words, names, or phrases from their assigned reading. Had to give background of the HistoryMaker, a summary of their narrative including quotes, and an explanation of how the story related to and enhanced understanding of the reading.• Research paper/presentation including 10-15 THMDA clips for research and the strongest one for the presentation.• "Gutting" the story, using THMDA stories to provide terms and concepts for contextual research of historical events and trends.• In the future, will record student presentations and THMDA activities.• Will improve the integration of THMDA materials with course readings.• Will hire a research assistant to help with her usage of THMDA in her academic research.

Next Steps: Revise syllabus and hire a research assistant.

Anna Kaplan	<i>Professorial Lecturer in Women's, Gender, and Sexuality Studies, American University</i>
	<i>Presentation</i> <ul style="list-style-type: none">• Gen-ed course with a range of students: freshmen-seniors, majors and non-majors.

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	<ul style="list-style-type: none"> • Revised Finding Yourself in the Archive to specifically target connections with women in the archive. • One student connected with a THMDA story in a special way while researching father-daughter relationships; the clips didn't say what she expected them to say, but left a powerful impression on her. • Using the archive to teach certain concepts can be more effective than just lecturing, because it allows students to follow their interests and learn collaboratively rather than having information spoon fed to them. • Students created visual projects to present the themes they studied in the archive. • All students found themselves and their cultures reflected in the archive, but especially those minoritized at American and in academia historically. • Will replace readings and lectures with THMDA clips & recommend as primary sources for research in other classes, since she saw how students engage independently with the immediacy of the history in the archive.
<p>Next Steps: Revise course syllabus and extend to other course syllabi.</p>	

b. Morning Breakout Session 1: Former Faculty Fellows and other University Faculty
i. Working Group 1 – Oak Amphitheatre

<p>Steven Keener</p>	<p><i>Assistant Professor in Sociology, Social Work, and Anthropology, Christopher Newport University</i></p>
	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • CNU is currently and actively grappling with its history of being built on land stolen from AA communities using eminent domain; now would be a great time to push THMDA throughout the university. The state legislature is considering a bill to force all state universities to do similar interrogations of their history, so it's an opportunity to push engagement to many VA universities. • Use of the archive in the class: (1) assigned weekly "curated playlists" of digital archive clips (2) students were assigned short blog activities based upon the playlist (3) critical analysis papers of class topics w/ HistoryMakers clips (4) final project was to reimagine the carceral system with a focus on policy-based solutions • Implement THMDA into more courses, especially introductory ones - THMDA allowed students to view many different perspectives on

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	<p>incarceration, including his own blind spots, and would be very valuable in other contexts.</p> <ul style="list-style-type: none"> • Increase utilization of THMDA in research projects • A teaching-focused panel at Southern Sociological Society Conference (April 2024). Current and former fellows are participants on the panel.
<p>Next Steps: Incorporate THMDA in additional course syllabi; add THMDA usage to research project expectations; prepare for SSSC panel.</p>	

<p>Michael Gerard Mason</p>	<p><i>Special Advisor on Wellbeing & Staff Psychotherapist, University of Virginia</i></p>
	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • Has students rate their comfortability with a number of scenarios (e.g., “Your dentist is HIV positive”). Insight: it is easy to be “comfortable” from a distance—it gets harder when you must directly engage with it in your life. THMDA helps bridge that gap. • THMDA is a good resource for developing intercultural empathy by encouraging students to hear lived experiences and historical realities that they are used to distancing themselves from. • Found ways for students to engage with full interviews, rather than just clips ('no grazing') to increase connection between students and the HistoryMakers they study.

<p>Authens Asantewaa Oppong Wadie</p>	<p><i>Adjunct Professor of History, DePaul University</i></p>
	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • Campus climate was positive, but a work-in-progress in terms of support for AA Studies/history. • Weekly “Listen, reflect, discuss” assignments with the THMDA included searching course keywords, writing up findings, and discussing in class. • Found that the archive can help destabilize traditional historical narratives (i.e., shows roots Pan-Africanism before World War II) • In developing her History of Chicago course, wants to have her students search THMDA for course-specific terms and for their midterm and final, use THMDA to find context for a particular place in “Black Chicago.”
<p>Next Steps: Apply for 2024-2025 Faculty Innovations in Pedagogy Fellowship and rework course syllabus.</p>	

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Joanna Soderberg	<i>Assistant Project Manager: Forging Future Pathways Forward, Franklin Library, Fisk University</i>
	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • Rosenwald collections in John Hope and Aurelia E. Franklin Library at Fisk University. • Her team is digitizing and increasing access to Rosenwald collections, using THMDA for contextual research and metadata on the materials being digitized. • Using the HistoryMakers not only helps the team with their research and digitization efforts, but also helps students explore their own history. • Organizations digitizing African American historical materials can use THMDA to build context around the materials they are digitizing; this is what her team at Fisk's library has done.

ii. Working Group 2 – Mountain Laurel Room

Caree Banton	<i>Associate Professor of History; Director of African and African American Studies, University of Arkansas</i>
	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • Elected Chair of African and African American Studies during covid. • University of Arkansas is a hostile environment for DEI and AA studies. Arkansas banned AP African American Studies, critical race studies are banned on campus, DEI office was dissolved. • THMDA provides a primary source approach to DEI content that can subvert such hostile environments and get around “banned history.” • Students studied THMDA to learn concepts of aesthetic, humane, and ethical sensibilities embodied in the humanities, as well as develop familiarity with concepts of diversity in the United States. THMDA showed African/African American cultural crossover, influence of Black power movement, redlining, and other "banned Arkansas history"
<p>Next Steps: Apply for 2024-2025 Faculty Innovations in Pedagogy Fellowship.</p>	

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Liseli Fitzpatrick	<i>Lecturer of Africana Studies, Wellesley College</i>
	<p><i>Presentation</i></p> <ul style="list-style-type: none">• Western Education as oxymoronic for African/a studies; African oral histories like THMDA fill provide a spoken word resource of elder wisdom to communicate history through the lens of African cosmologies, pedagogies, and ontologies. Emphasizing the importance of Oral tradition in human culture/education.• THMDA: Yvonne Seon, trust spoken word over written word. THMDA enriched pedagogy. Life is not b/w but in color, database adds texture, volume of experience.• Worked alongside a student ambassador - dynamic duo, dedicated to Black studies and emancipatory education. Focused on spreading THMDA to campus community. SA graduated in 2023; need to be thinking about how to build institutional knowledge/usage of THMDA to keep momentum going when ambassadors graduate or fellows move.

Chateé Omísadé Richardson	<i>Assistant Professor of Education, Spelman College</i>
	<p><i>Presentation</i></p> <ul style="list-style-type: none">• She asks permission from elders to speak.• The goal of her African Diaspora course is to resituate African people and their stories in history with African diaspora as the center of analytical inquiry. Multicultural education course guides the students through challenging biases and beliefs around "isms".• Students had to do a field experience in a cultural community radically different from their own (homeless shelter, volunteer program, etc.) using THMDA for contextual background research.• HBCUs present a ripe environment for use of THMDA; some of her students use the archive on their own without prompting, connecting with a history they cannot find anywhere else.• Students Blair Martin and Delaiah Sneed share their THMDA projects and speak about the knowledge within THMDA that they could not acquire anywhere else.

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Brian Williams	<i>Associate Professor of Public Policy, University of Virginia</i>
	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • Reminded today is anniversary of Trayvon Martin’s death. Leveraging the Opportunity to look back, to look around, and to look head • Students identified 15 HistoryMakers who "illuminated a historic harm that negatively impacted a policy domain." Wrote a paper exploring those policies and their impacts; then created a curriculum and assessment which included a curated THMDA playlist. • THMDA Environmental Justice Student Projects: Create a playlist, fill out a vignette problem tree (roots/cause, trunk/problem, branches/consequences) using the archival story • THMDA is a vantage point that allows for an appreciation of the past, an understanding of the present surroundings, and provides an outlook towards the future. • Make his THMDA environmental history vignette lesson plan available to K-12 teachers.
<p>Next Steps: Create and distribute a THMDA lesson plan based on the vignette problem tree assignment.</p>	

iii. Working Group 3 – Hickory Room

Greg Carr	<i>Associate Professor of Afro-American Studies, Howard University</i>
	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • Focusing the study of Africana from "who are Africans to others?" to "Who are Africans to each other?" Centering Africana Studies in Africana perspectives • Learning as organic, collective, through relationship to "Shemsw" (<i>companion</i> in Ancient Egyptian) , like the ancestral authority within THMDA. • Considering the authority of interviewer as well as interviewee, of the students themselves, of the teacher. Classroom as a "convening ritual" • What about the Black experience is unique? How do we destroy systems of inequity to free us up? • Unique perspectives on the human experience can free all of us. How do we find our voice without reducing our collective voice to a response to oppression?

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Danielle Gray-Singh	<i>Professor of Biological Sciences, Clark Atlanta University</i>
	<i>Presentation</i> <ul style="list-style-type: none">• Studying endocrine stress responses with VR and THMDA. Feel how bodies are responding to an environment.• Situated THMDA clips and artifacts within a VR environment "providing a highly sensory introduction to THMDA," amplifying the impact of historical narratives in the study of medical history and contextualizing study of human biological responses to survival situations.• Used THMDA to contextualize first-hand experiences of Hurricane Katrina alongside a VR experience of the hurricane. "I want my students to feel how we felt as the waters were rising due to the breach of the levee system."• Heard clips from HMs who experienced the hurricane, including Soledad O'Brien, to provide that first-hand context.• Looking a person within the archive, you see pain. Does that give you pause?

Abdul Salau	<i>Assistant Professor of History, Tuskegee University</i>
	<i>Presentation</i> <ul style="list-style-type: none">• Speaking about the migration of humanity out of Africa to the rest of the world and the phenotypic adaptations that created what we now call different races.• His Nigerian education did not prepare him for the U.S. education system. "I didn't even know I was Black, I didn't even know my people were enslaved."• Researched in libraries to figure out what it meant to be Black in America and be able to explain it to his mother – "why are some people excited to meet me, and some want to, literally, take my head off?"• Used THMDA to contextualize debates about the construction of race in Ancient Egypt, and will expand usage of the archive in a similar way throughout the rest of his course.• Will apply for the faculty fellowship and look to restructure/build a new course centering THMDA.
Next Steps: Revise course syllabus and apply for 2024-2025 Faculty Innovations in Pedagogy Fellowship.	

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iv. Working Group 4 – Dogwood Room

Anastasia Bailey	<i>Assistant Professor of Entrepreneurship, Rutgers University</i>
	<i>Presentation</i> <ul style="list-style-type: none">• THMDA was a potent resource during the pandemic; its full-online accessibility made it perfect during lockdown, and its content and searchability made it critically important during a time of racial turmoil and institutional commitment to culture changes.• Course used THMDA to explore: where do entrepreneurial ideas come from? How do entrepreneurs enhance venture survival? Hear from Isobel Neal and Cheryl Mayberry McKissack HM interviews• Structuring THMDA assignments such that they incorporate a learning curve for using the tool, and then build on themselves over time encouraging deeper usage, understanding, and excitement.• Request provost and school administration to share how-to guides for THMDA and spread the archive to more faculty and students.
Next Steps: Revise course syllabus and request provost/administration share information and guides for THMDA.	

Tomiko Meeks	<i>Teaching Professor of History, Texas Southern University</i>
	<i>Presentation</i> <ul style="list-style-type: none">• Students were not history majors; required to write a capstone research portfolio using sources including THMDA.• THMDA was used to teach students how to use archives and oral history specifically, students included THMDA clips in their research bibliographies, created playlists, and incorporated THMDA research in final papers.• Students took a digital tour of the archive, learning its features and thinking about their upcoming research project. Students had to learn/understand what metadata is and how it would figure into their research project later.• Usage increased from 200 in 2021 to 1,600 in 2023.

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Zebulon Miletsky	<i>Associate Professor of Africana Studies, Stony Brook University</i>
	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • Courses: The Black Power Movement, Recent African American History, Intro to Africana Studies, Civil Rights Movement. Using THMDA to learn about historical activism in Boston - students need to learn about activists experience to define it for themselves, which THMDA enables. • THMDA stories gave experiences of a variety of historical events in Boston from a variety of perspectives, allowing students to engage in rich and multi-layered study. • Used many THMDA interviews in writing his book "Before Busing: A History of Boston's Long Black Freedom Struggle" that were also incorporated in his course.
<p>Next Steps: Revise course syllabus and request provost/administration share information and guides for THMDA.</p>	

c. Morning Breakout Session 2: K-12 Cohort
i. Working Group 1 – Oak Amphitheatre

Nicole Feliciano	<i>Social Studies Teacher, West Prep Academy (NYPS)</i>
	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • Led Black History Month programming at West prep, using The HistoryMakers as the core of her work. Students learned what an archive was, how to use THMDA, and then researched the archive using stories to create lessons/projects. • Used a choice board for students to choose the media of their project. Most chose to design social media posts on Canva to display quotes from the digital archive. One chose to “Plan the Day” for the White House’s 2024 Black History Month event using content and individuals from the Digital Archive. • Chooses HistoryMakers materials that allow students to explore their personal lives and connect their interests to the archive.
<p>Next Steps: Spread THMDA to other social studies classes, other grades, and beyond.</p>	

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Nikke Braimah	<i>The HistoryMakers Digital Archive Student Ambassador, Yale University</i>
	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • A junior at Yale, majoring in History studying social change and social movements. • At Yale, 61% of courses focused on American or European history. Only 2 U.S. History courses focused explicitly on Black American history. Black faculty made 10% of departures but only 7% of new hires. THMDA utilization at Yale is among the lowest across peer universities. • THMDA can diversify the perspectives centered in Yale’s history education and provide resources to students looking to deepen understanding of African American history. • Three strategic initiatives to increase usage <ul style="list-style-type: none"> ○ Collaborate with the Beinecke Rare Book and Manuscript Library to offer online video tours of the library’s oral history archives (including THMDA) ○ Work with Yale’s Director of Undergraduate Studies for the History major to offer professor-led workshops on accessing and utilizing THMDA. ○ Create shareable presentations on the value and importance of the black digital archives like the HistoryMakers for professors to share with students.
<p>Next Steps: Continue the implementation of the strategic initiatives.</p>	

ii. Working Group 2 – Mountain Laurel Room

Treanna Bryant	<i>Teacher, Brooklyn Prep High School</i>
	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • Students used THMDA to research cultural features of the Caribbean, as well as exploring the impact of creativity on culture and community through looking up different forms of art and artistic expression in the archive. • Students created presentations about their favorite kind of art, its influence on their own creativity, and its cultural/community impact using clips from THMDA. • They then developed discussion questions and engaged in discussion around their clips from THMDA through their knowledge of social psychology. • Her school just got access to THMDA in January; she will look to implement much that she has learned at the conference.

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Next Steps: Incorporate pedagogical approaches learned at the conference in future lesson plans.

Evonda Haith	<i>Teacher, Southwest Guilford High School</i>
	<i>Presentation</i> <ul style="list-style-type: none">• STARRS Mentoring Program and Scholars Academy• THMDA contest at her school• “Becoming a FutureMaker” curriculum - students using THMDA to see hurdles, missteps, and successes to emulate, reflect on themselves, and be agents for change.• THMDA also helps students strengthen reading comprehension skills.• Using THMDA for ESL students language skills• Lack of support from administration led to removal of mentorship component; administrative buy-in makes everything easier for teachers• THMDA usage prompted students to ask for an African American club.

iii. Working Group 3 – Hickory Room

Garnetta Penn	<i>Teacher, Benjamin Mays High School</i>
	<i>Presentation</i> <ul style="list-style-type: none">• Loss to Thriving curriculum used THMDA to help students who experienced loss, especially during the COVID-19 pandemic, find resilience through relatable stories in the archive. The curriculum has spread from her classroom to the entire social studies department at her school, and could spread further.• Use of THMDA in non-history/black studies courses: Uses it in music theory, and it allows students to express themselves despite the material not aligning at all – it is an incredible contextual resource. Archive-based prompts resulted in rich classroom discussion.

Tre Johnson	<i>Teacher, Brooklyn Prep High School</i>
	<i>Presentation</i> <ul style="list-style-type: none">• Students used the archive to explore aspects of their own interests and identity while learning research skills and gaining historical knowledge.

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	<ul style="list-style-type: none"> • Gets and gives student feedback on the spot; encouraging students to explore their specific interests and dive deeper when they encounter something that engages them. Tries to survey student interests to incorporate history they can relate to in their lessons. • Using THMDA as analog of TikTok/Instagram - students find something that catches their attention, tell them to explore it, allowing flexible but still structured use of the archive. • Using THMDA is not just for academic education; it provides students with resources and knowledge to manage what's going on outside the classroom.
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iv. Working Group 4 – Dogwood Room

Tamara Spears	<i>Social Studies Teacher, The Shirley Tanyhill School</i>
	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • Students used the archive to explore the connection of people across time based on place. Focused on Coney Island, viewed HM interviews of Kenneth Standard, Bertha Hope, and Louis Gossett Jr. to create a walking tour and content for BHM morning announcements. • This year, doing a student oral history project where students use THMDA throughout the year to develop possible questions and gauge how to conduct an oral history interview, which they will complete by the end of the year. There is also a showcase for the end of year museum project.

d. Lunchtime Sessions: Libraries and Digital Humanities

John O'Connor	<i>Robinson-Spangler Carolina Room Leader, Charlotte Mecklenburg Library</i>
	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • Describes his process for creating a digital Google map with pins for every story in THMDA in or around Charlotte, North Carolina. • The metadata added to transcripts in THMDA makes the process possible by standardizing locations and making them easily searchable. • Charlotte has almost 700 mentions in THMDA; it took about 2 weeks of daily work to manually insert them all into the map. Great work

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	for volunteers or students. Larger cities will have to adapt a higher-tech solution to make the work doable.
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Jack Li	<i>Management Assistant, Emerging Technologies Division, Los Angeles Public Library</i>
	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • Took inspiration from John O’Connor’s work with the Charlotte, NC map. • Los Angeles has over 5,500 mentions in the archive, so a manual approach would be prohibitively expensive in terms of time. Want to model a repeatable approach for other cities/library systems. Also want to map the stories by the closest branch of the LAPL to explore localized demographics. • Digital circulation is up 1,500% since 2013, so investment in digital products is in-line with user demand. • Using code to pull all THMDA mentions of Los Angeles into a spreadsheet. Then, manually going over each entry to determine the location/address where the pin will go. We’re interested in specific places, not just generic mentions of Los Angeles. • Then a GPS-coordinate service is used to match addresses to coordinates. Manual checking is still necessary to ensure the correct places are being looked up by the coordinate service. • LAPL is currently in the manual checking/data cleaning part of the project, which is slated to be completed Spring 2024. Then, Summer 2024 will see improvement of the map’s aesthetics and making edits for clarity and visibility. The plan is to publish the map publicly in Autumn 2024.
Next Steps: Finish curating/cleaning raw data and identification of story points.	

Dan Johnson	<i>Consulting Archivist, The HistoryMakers</i>
	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • Speaking about <i>The HistoryMakers</i> Digital Library project to digitize and make available the papers and documents of HistoryMakers, separate from the interviews in the Digital Archive. • Describes the optical character recognition (OCR) and AI facial recognition capabilities of the Digital Library to make the content searchable. • We’ve digitized at least 40,000 images, with 10,000 images coming from THM interviews and perhaps 50,000 more that haven’t yet been ported into the Digital Library.

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	<ul style="list-style-type: none"> • There are time-based WebVTT transcripts that make audio objects searchable as well. • We are still in the process of trying to increase the accessibility of our digital resources and making our separate digital products integrated and cross-searchable.
<p>Next Steps: Continue finding ways to make THMDA and THMDL cross-searchable.</p>	

II. BREAKOUT SESSION BRAINSTORMING

Topic for Discussion
Ideas Competition

We are in an unprecedented time when the teaching of Black history is under attack and history and the humanities are being de-emphasized on some college campuses. We want each team to serve as a brain trust and develop a plan of how to expand usage of The HistoryMakers Digital Archive in our K-12 schools, communities, libraries, and universities. Each team’s plan should be:

- 1) Creative;
- 2) Easy to implement;
- 3) Engaging larger community;
- 4) Expansive in reach and impact (Each One, Teach One).

We want each breakout room to develop a plan for us and to choose two members to present it to the group. Put your best presenters in charge. Go, Team, Go!

Working Group 1	<i>Oak Amphitheatre</i>
<p>Moderators Nafeesa Muhammad Anna Kaplan</p> <p>Participants Anatasia Bailey Caree Banton Greg Carr Maria Collins Liseli Fitzpatrick Danielle Gray-Singh Maurice Hobson</p>	<p><i>Ideas</i></p> <ul style="list-style-type: none"> • Institutional THM chapters: monthly meetings, tutorials on the archive, hosting regular events, inviting HMs to campus. Chapters could organize or support Freedom schools, helpful to maintain usage after fellows/ambassadors graduate or move. Can help develop curricula and provide volunteers for K-12 schools. THM could organize orientations for founding chapters. Chapters could work inside and outside their institutions, expanding to local community organizations. Can facilitate partnerships with professors teaching relevant topics by creating templates and showing demonstrative clips.

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<p>Steven Keener Chateé Omísadé Richardson</p> <p>Notetaker Nikhe Braimah</p>	<ul style="list-style-type: none">• Saturday Black History Schools are free & public, THMDA can be part of programming• Facilitating collaborations with Freedom Schools, including Children’s Defense Fund (HQ in DC)• Connecting/linking THMDA to other archives (e.g. paper archives, etc.) to promote that history is innately investigative (and include links to THMDA in those other archives). May need dedicated staff to facilitate these connections.• Churches, parents' groups as places for community & learning with THMDA materials• Local history projects with students conducting local interviews in collaboration with THM, potentially using THMDA to facilitate local history research.• Social media campaign challenging traditional conceptions of Black historical figures (e.g. Rosa Parks) using THMDA.• Increase accessibility by having a short free trial period for individuals.• Expansion to the Caribbean (Liseli Fitzpatrick and University of Trinidad/Tobago?) interviewing more HMs from Caribbean origins, collaborating between American and Caribbean schools, as part of THMDA's content expansion to the African diaspora• How can we be most comprehensive, especially regarding covering Black history from time periods we don't have living access to?• How can we expand the geographical reach of THMDA? In what ways might we incorporate the broader African diaspora into the archive?
<p><u>Condensed Next Steps</u></p> <ul style="list-style-type: none">• Institutional THM chapters. Build off Fellowship/Ambassador relationships• Connection to Saturday Black History schools and Freedom Schools• Linking THMDA to other archives and vice versa• Reaching churches, parents’ groups, and other community organizations• Organize local history projects with students using THMDA to research local history and model their own interviews• Social media campaign challenging traditional conceptions of Black historical figures• Free individual trial to THMDA to increase accessibility• Expand interviews to more Caribbean/Caribbean-born HistoryMakers, collaborate with Caribbean schools	

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Working Group 2	<i>Mountain Laurel Room</i>
<p>Moderators George Daniels Shively Smith</p> <p>Participants Erica Bruchko Treanna Bryant Toni Cook Bush Jonathan Coulis Pearl Dowe Andrea Lawrence Michael Mauldin Garnetta Penn Connie Smith-Lindsey Joanna Soderberg</p> <p>Notetaker Eve Mangurten</p>	<p><i>Ideas</i></p> <ul style="list-style-type: none"> • Introduce THMDA and other archival resources as early as possible in educational path. Opening question for teaching people what an archive is: What do you like to collect? • THMDA is a great resource for universities that don't have collections/resources of their own. • There should be a process for people to propose sessions as an access point to join the conference. There should be a student panel. • Promoting AA collections (like Emory's Rose Library or THMDA) at library conferences. Utilizing library/scholar/fellows to promote at such conferences. • Using THMDA as a lens to teach, utilizing StoryMaps as an educational tool, not just for libraries. • EBC hired their own intern to protect their archives. THM can operate as a partner for historic churches and other underfunded organizations that have materials to protect but no knowledge on how to do it properly. • Create and share library guides; how to use THMDA well, expound on the importance of its use. • library guides are an easy way to help potential users over technological barriers of using THMDA. • How can we connect THMDA materials with the rest of a library's collection? • Creating digital modules schooled in THMDA. • Making research guides for THMDA for student research projects, more specified than library guides. • Making professional development opportunities - showing teachers how THMDA works and what it could/should be used for, getting other teachers to buy in • Emphasizing professional development for all institutional users - librarians, k-12 teachers, faculty, grad students. • Conference presenters could show up a day early to share ideas in more direct conversation and help structure the conference better. • Suggests three tiers of institutional outreach/professional development: Professional societies, consortia, and target communities (public libraries, church communities) • Mentions the Wabash Center for Teaching in Research in Religion; a repository of syllabi for teaching religion in NA.

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	<p>Similar models exist in other organizations. Try to get THMDA added to some of these shared syllabi.</p> <ul style="list-style-type: none">• Suggests a biblical conference in November.• Connecting THMDA with museums, linking our digital collection with artifactual collections in a displayed museum space• Create an enrichment program that allows students/youth to get service hours learning to use and creating projects with THMDA - a community-based mentoring program. Need to mentor the mentors.• Connect with estate planners to suggest document preservation or oral history as part of estate planning.
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Condensed Next Steps

- THMDAIPC 2025: Allow presenters to propose sessions/panels, include a student panel.
- THMDAIPC 2025: Have presenters come to conference a day early to have informal discussions and help structure the conference working groups
- Promote THMDA/DL at library conferences utilizing current fellows/associates
- Integrating StoryMaps and other digital humanities projects into lesson plans.
- Develop partnerships with historic churches and community organizations to assist with preservation knowledge
- Create and share library guides
- Create and share guides for student research projects
- Organize professional development opportunities for teachers, faculty, librarians, grad students
- Three-tiered institutional outreach: professional societies, consortia, and target communities (libraries/churches)
- Try to get THMDA lesson plans/syllabi into syllabi repositories (e.g. Wabash Center for Teaching in Research in Religion)
- Connect with museums, linking our digital collection to physical spaces
- Develop service projects where students can get volunteer hours to work with the archive. Potentially include a mentorship component.
- Connect with estate planners to suggest documentary preservation/oral history

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Working Group 3	<i>Hickory Room</i>
<p>Moderators Robert Hanserd Deborwah Faulk</p> <p>Participants Tyrone Brooks Kevin Cole Hattie Dorsey Nicole Feliciano Dr. James Gavin Evonda Haith Tre Johnson Michael Mason Tomiko Meeks Abdul Salau Grant Venerable</p> <p>Notetaker/Volunteer Elias Rodriguez Alice Walker</p>	<p><i>Ideas</i></p> <ul style="list-style-type: none"> • Social media is critical to promoting the archive, whether Facebook, Instagram, TikTok. Linking the archive directly to social media posts (like "shop now" on Instagram/TikTok) to encourage usage upon viewing. • Does social media promotion actually increase usage? There is a difference between seeing THMDA promoted and actually using it. • THM could use professional ambassadors to meet with libraries and institutions to promote adoption of the archive. • HistoryMakers Advocates as an opportunity to push back against attacks on Black history. While communities and parents fight to change public policy, THMDA is something anyone can use whenever they want, regardless of the political climate. Always capitalizing on opportunities. • Including HistoryMakers themselves in outreach/ambassadorship. • Need pamphlets/brochures that can be distributed beyond THMDA events/conferences. Social media, if it's used, needs to communicate how to join and/or bring THMDA to an institution. The behind-the-scenes looks that we got from Julieanna in the conference presentations aren't available on the website - that would be good information for prospective subscribers. • How can an outsider connect within my sphere, whether that is research or in the field? Developing a repository for prospective users to know what resources are available (in terms of projects completed using THMDA?) • Regional convenings of HMs/THMDA users? Northeast? South? • Thematic projects/usages of the archive, such as migration from the Mississippi Delta and other broad ideas. The issue of isolation came out in our previous group. How do we address this as a community issue? Using the archive to address intergenerational disconnect, new ways of learning. Taking contemporary and relatable voices from, say, Mississippi and maybe outside voices, like Oprah, BB King. (This may connect with the topic search/AI tagging) • The map of THM stories coverage shows that we can communicate and collaborate among various universities. A lot of people are moving and leaving, and our young people don't know it. And that's a lot of history that may be lost, and we don't want history to be repeated. So we wanted to make sure we focused on that.

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	<ul style="list-style-type: none"> • Does the state of Georgia have a geographic database that digs down into any locale and find economics and historic statistics such as exists in Pennsylvania? • Yes. It was used for funding; when I was in appropriations, that data was used for funding, depending on how much political power and who you are, that's your funding. • Mentions integrating Geographical Information Sciences (GIS).
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<p><u>Condensed Next Steps</u></p> <ul style="list-style-type: none"> • Share social media content using interview clips, linking posts straight back to the archive/website • Recruit professional ambassadors to meet with libraries/institutions and promote adoption of THMDA • Propose THMDA as a tool for pushing back against attack on Black history • Include HistoryMakers in outreach/ambassadorship • Share pamphlets/brochures with fellows/associated faculty to share beyond THMDA events • Develop a repository of completed projects for prospective users to peruse • Organize regional convenings of THMDA users (mini-THMDAIPCs) • Develop plans for broad, thematic projects using THMDA (e.g. Migration from the Mississippi Delta) • Support digital humanities projects (like CML and LAPL's story maps) to increase the accessibility of the local history stored in the archive. 	
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Working Group 4	<i>Dogwood Room</i>
<p>Moderators Jana Duckett Alexa Harris</p> <p>Participants Otis Johnson Zebulon Miletsky Brian Williams Yolanda Sapp Tamara Spears Lynne Simpson</p> <p>Notetaker Noble Price</p>	<p><i>Ideas</i></p> <ul style="list-style-type: none"> • What does it take for THMDA to be a resource in public libraries? What is the strategic plan in terms of scaling to more institutions? • Using THMDA in tandem with social media platforms, posting short, interest grabbing clips to promote clicking through to the archive and not just "grazing". Engaging current social dilemmas or issues, like police brutality, income inequality, etc. • Freedom Schools program certificates • Get other organizations involved - invite them to conferences, exhibitions, etc. (e.g. ASALH, association for study of African American life and history) • Engage 3rd-5th grade students through art-based projects utilizing THMDA and get their communities involved through engagement and outreach.

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	<ul style="list-style-type: none">• Starting with a children's book or subject (e.g. Bessie Coleman, first AA female pilot), keyword search in THMDA. Bring members of their community who are subjects of that field of study (e.g. pilots).. Each student creates a piece of a mural based on their findings in THMDA.• Larger community engagement - bring students, parents/guardians, teachers, and community members to unveil the complete mural, getting communities directly involved in their youths' projects. Then, digitize murals through a series of collections - allowing for digital outreach and engagement, also utilizing social media throughout the process for outreach and a public image.
<p><u>Condensed Next Steps</u></p> <ul style="list-style-type: none">• Create social media content using short, attention-grabbing clips to encourage clicking back to the archive. Focus on current social dilemmas.• Develop partnerships with Freedom Schools• THMDAIPC 2025: Invite other organizations (e.g. ASALH) to participate/contribute• Establish a 3rd-5th grade art mural project that incorporates searching of THMDA	